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ABSTRACT

This is a manual of lesson plans developed for the upper elementary grades as part of a comprehensive career education program called Career Achievement Skills Training (CAST) developed by the Pontiac Public School Personnel, Pontiac, Michigan. These lessons include two components: (1) student procedure sheets--behavioral and sequential steps leading to attainment of the career skill, and (2) teacher procedure sheets--instructional program steps containing a method and strategy for teachers and counselors in teaching the student steps. The purpose of this manual is to increase the number of methods, strategies, programs and resources available to teachers involved in career education. It is recommended that this lesson manual be used in conjunction with the rest of the CAST program. (Author/HMV)

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LESSON PLAN MANUAL III Upper Elementary

CAREER ACHIEVEMENT SKILLS TRAINING PROGRAM*

Developed by Pontiac Public School Personnel

Pontiac, Michigan

June, 1974

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PURPOSE OF CAST

Robert Carkhuff sums up the dilema of students today when he says, "Chance will dictate their careers. Chance will dictate their success. Chance will dictate their fates. They may be lucky for a moment in time. . . or two. . . but they cannot be lucky for life."

Luck is not part of the CAST Program. CAST does not leave the fate of students up to chance. Instead, it equips them with the skills they need to make decisions and plan for their careers. These skills are Expanding, Narrowing and Preparing. The skills that make the difference between choice or chance. Skills that are observable, measurable and repeatable behaviors. Skills that help the teacher and counselor evaluate their effectiveness.

The CAST Program makes a skill delivery where most career programs do not. They fall short. They deliver facts: "Twenty-five percent more women are entering the fields of Business Management." Some deliver concepts: "Jobs can be grouped in clusters called job families." Others deliver principles: "If I know about more jobs, then I will have more jobs from which to choose." Few deliver skills: "Students will classify their jobs into two mutually exclusive categories." And rarer still, are those career programs that deliver a systematic program to teach the skill:

1. Generate job titles by thinking of the jobs you see on the way to school.
2. Ask yourself, "How are these jobs alike? How are they different?"
3. Name two groups in which all these jobs could be placed.
4. Put the jobs into their respective groups.
5. Ask yourself, "Can any job in group one also fit in group two?" If the answer is yes, then the two groups are not mutually exclusive.
6. Test out another classification system.

Without a program like the above, there is no assurance that students will be able to perform the skill. Without skills, students cannot act on what they know. Without skills, teachers and counselors do not know if they have made a delivery.

CAST provides the students, teachers and counselors with the career skills and programs they need to get from where they are in their career planning process to where they want or need to be. It provides a structure under which all existing career programs, units, activities, etc., can have a functional place. It is sequential, systematic and cyclical. The students learn how to expand information about themselves and the job by using people and thing sources. The narrowing phase helps the students relate the career information to their values using a decision-making process. Finally, in the preparing stage, the students conduct an interview-internship with a person working in the job they have chosen, re-evaluate their job decision in light of the information gained and develop a program to bring them closer to their career goal. A recycling through the process may help students further expand career information or it may help them expand information in other areas of their life. The process must be used to be maintained.

Through the skills process presented in the CAST Program the students learn the skills of how to learn about and plan for their careers. These skills will help students increase their career and life choices. CAST students do not have to rely on chance to dictate their fates, they have skills to maximize their successes!

PURPOSE OF THE MANUAL

Lesson Plan Guide

This manual is meant to be a guide for you, the teacher and/or counselor. It focuses on daily classroom activities, but includes additional support programs and resources. It is not intended to be complete, but serves as a core program around which you, as a resourceful and creative teacher, can build and expand where necessary to meet the needs of your students. This manual is written not to represent a finished product, but to demonstrate a program which is living, growing and changing. It recognizes and encourages the contributions of each of you who deliver it.

USE OF MANUAL

Training

These lesson plans are not intended to stand alone, but to provide a means by which you, the teacher and/or counselor, trained in both the career skills of expanding, narrowing and preparing and the human skills of attending, observing, listening and responding, can extend these skills to your students. It is essential that you be able to perform the skills you are teaching your students! Therefore, an inservice training program is essential for all of you who plan to deliver the CAST program. (A recommended training format, procedures and materials are included in Appendix 123A of the Junior High manual.) The better skilled you are in exploring, understanding and delivering the program, the better your students will be able to perform the skills.

If for some reason it is absolutely impossible for you to receive inservice training, and you are willing to put in hours of individual work and study, the following suggestions will help you prepare for the CAST program delivery:

1. Start early. Delivering the CAST program requires much advance preparation and organization, but it will pay off.
2. Go through the book as one of your students. The best way to become familiar with the program is to go through each of the steps yourself before you teach it. This process will also help you to anticipate your students' needs more effectively.
3. The following books are a reading must![3]

   The Art of Helping - This book will help you in interacting with your students as well as in teaching them the human or interpersonal skills they will use on their interview/internship.

   The Art of Teaching - This book will help you in understanding the human or interpersonal skills from a teacher's perspective and will also help when teaching program development which is part of the preparing phase.

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[3]Author and publishing information can be found in Appendix 128A.

The Art of Developing a Career - This book is meant to be used with high school students and adults. It will help you gain a perspective of the total skill program of which the junior high program is only a part. In addition, the career decision-making process is explained very well.

How 'Who' Develops His Career, 1973 - Junior High - The lesson plans in this manual frequently refer to this book, which presents the career skills in a comic book format. This format provides: 1) an excellent visual aid for you in your understanding of the CAST program and, 2) a good preview and review of the skills for your students.

How 'Who' Finds His First Job, 1973 - Elementary - This book is a simplified version of the junior high book mentioned above. It is very helpful to use with those students who can not handle the skills at the level they are presented in this lesson plan manual.

The Art of Problem Solving - This book is helpful for those of you, particularly counselors, who want to help your students push the career decision-making process into the broader context of problem solving. For those students who readily learn the decision-making process, this book is excellent for helping them extend their skills into another area.

Format Design

The lesson plan book is set up systematically. First you will find the CAST Overview Chart, which is a schematic drawing of the CAST program cycle. Then, on the three following pages, you will find, 1) the goals of the program on the CAST Step Chart, 2) each goal and its respective performance objectives, and 3) the Student Question Step Chart which presents student questions related to each goal and some performance objectives. These four pages combined should give you a preview of where the program begins, where it leads and how it proceeds.

The instructional procedure is well detailed on each lesson plan page. Each component is

explained below:

Goal - Next to the word Goal, you will find a statement and then, a question of the goal. The questions are presented from the student's frame of reference and serve as questions they should be finding answers to as they proceed through the program.

Principle - This gives the reason for the lesson and relates the day's skill to a larger program goal.

Performance Objective - This describes what skill the students will be doing and how they will be expected to do it.

Materials - This section references all the materials necessary for this lesson.

Methods and Procedures - These are the steps which you follow in delivering the lesson.

Notes and Evaluation - This section is used for your plans, changes and/or additions before or after using the lesson.

Check Steps - These are evaluation questions which you should give to the students, so that they can evaluate if they have performed the skill correctly.

Additional Suggestions or Information - These are helpful hints for you to use in delivering the lesson or in applying the skill in another area.

Instructional Format

The following procedure is suggested in the delivery of each lesson:

Review - So students know where they were yesterday. (Refer to CAST Step Chart.) You or the students:

1. Present yesterday's student question and skill objective.
2. Steps taken to reach objective.

3. Definition of terms.
4. Principle of yesterday's skill.
5. Check steps. (What questions do I ask myself to know I'm doing the skill right?)

Preview - So students know where they are going.

1. Present today's student question, objective and principle.

Exercise - So students know how they will get there.

1. Tell and demonstrate each step of the program.
2. Have the students do each step with you.

Practice - So students will learn the skills.

1. Have the students practice the skill in as many ways and as many times as is possible.
2. The more times they can use the skill, the greater their chances of "owning" it.

Summary - So students know where they have been today and how that relates to where they are going tomorrow. You or the students:

1. Show on CAST Step Chart, where we were, where we are now (skill) and what steps we took to get there.
2. Present principle.
3. Present check steps.
4. Refer to CAST Overview Chart which is permanently up in the room.
5. Leave them with something that makes them curious about what will be happening tomorrow. (Perhaps tomorrow's student question.)

Support People

Many support personnel and organizations can contribute a great deal to the delivery of CAST. For example, parents, the librarian, school and community organizations, the Chamber of Commerce and other

service clubs should not be overlooked as resources, both for research and for the interviews. Parents should be involved in the program wherever possible, from the beginning, both for the help they can provide in implementing the curriculum and for the help they can provide their child. (See Appendix 90A - 101A for suggested parent programs.)

In delivering the CAST program, you and the counselor can work together as a team, each contributing from the richness and uniqueness of your own background. You are involved in delivering the skills to the students as a group. The counselor is involved in meeting individually with students to provide specific information, guidance and reinforcement in the light of students' needs. (See Appendix 102A - 108A for Counselor Programs.)

Support Program

You should evaluate all existing school programs for their possible relationships in supporting the CAST program. For example, you might have after school clubs, career days, hobby shows, volunteer groups, etc., that would help the students practice their skills and expand their information.

To help students explore their interests in relationship to jobs, we simplified and computerized Dr. John Holland's Self Directed Search[4]. We called it Computer Assisted Occupational Search (CAOS) and piloted it with our junior high school students. A copy of the material can be found in Appendix 83A - 89A. (More information on the technical aspect of the computer program is found in the Phase III Report.)

Internship/Interview

The internship/interview is the heart of the CAST program. It allows the students to apply the human or interpersonal skills they have learned to expand job information using a people source. It allows them a realistic view of a working environment, a worker and the work to be done. With this

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[4]Dr. John Holland, Self Directed Search, Consulting Psychologists' Press, 1970.

information they can now verify the accuracy of their original information. Thus, the internship experience makes the decision-making process real for the students. (The internship program is described in Appendix 110A - 123A.)

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GENERAL DELIVERY SUGGESTIONS

Scheduling is Important

The lessons were designed to be completed within a three-week block, although it is possible that the amount of time actually needed would vary from class to class. After experimenting with other schedules for delivering these skills, e.g., once or twice a week, it was felt that the continuity would be more efficiently carried out if the lessons were taught daily. These lessons can readily be integrated with the skills being developed in social studies or language arts classes. (See Appendix 108A for an example.) Also, you might want to have the students study careers related to your content area. (See Master Chart of Careers Related to Subject Areas, Appendix 56A - 82A.) If you are teaching CAST for the first time, we urge you to stick closely to the lessons as they are presented in this manual; then expand or revise as you see fit later.

Process is the Key

It cannot be over emphasized that this curriculum is concerned with skill development. That is why the lessons are activity oriented. Therefore, stress should be placed on the processes, rather than the specific information or chart completion for any lesson. For instance, students need not be pressured into accepting rigid definitions of categories, but should be encouraged to develop their own definitions and be able to justify why they might, as an example, place a job into one category rather than another. Their reasons will help you understand how they perceive their world. If you explore their response you will soon find out what they know and what they want and need to learn.

Motivation is Critical

Motivation is a many-sided aspect of this program. At the outset, and throughout the program, students will need to have reasons (principles) for learning career skills. At the same time, by participating in the program, students will hopefully be motivated to expand their skills and their horizons beyond the scope of these pages. Another important part of motivation is building in success for every student so that each student receives positive reinforcement each day.

Group Work is Emphasized

We strongly encourage as much group activity as possible: for sharing, for research, for developing projects, bulletin boards, interest centers, for providing helpers for slow readers, and for providing leadership opportunities for capable students.

Evaluation is Continuous

If students keep their work in individual folders, then they have access to previous information at all times, so that they and you can evaluate daily progress from one goal to the next. Their check steps serve as their daily self evaluation. For an overall evaluation, it is suggested that you develop questions (asking students to perform or use their skills) at the end of each of the three phases - Expanding, Narrowing and Preparing.

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Judy Battenschlag, Director of CAST program.

*These people were trainers for the CAST program 1973-1974.

Student Question Step Chart

Upper Elementary

15.0 What steps did I take to learn about jobs?

14.0 Is this job as favorable as I thought it was?

13.0 What will I learn from asking questions on an internship-interview?

12.0 What do I need to do to prepare for in internship-interview?

11.0 How can I get information from people?

10.0 How can I reach my goal?

9.0 Which job is better for me?

8.0 What is important to me on the job?

7.0 What are the requirements of my two job selections?

6.0 What do I want to know about my two job choices?

5.0 How can I find out about my job?

4.2 What two jobs do I prefer?

4.0 What is my preferred interest area?

3.0 What interest areas are there?

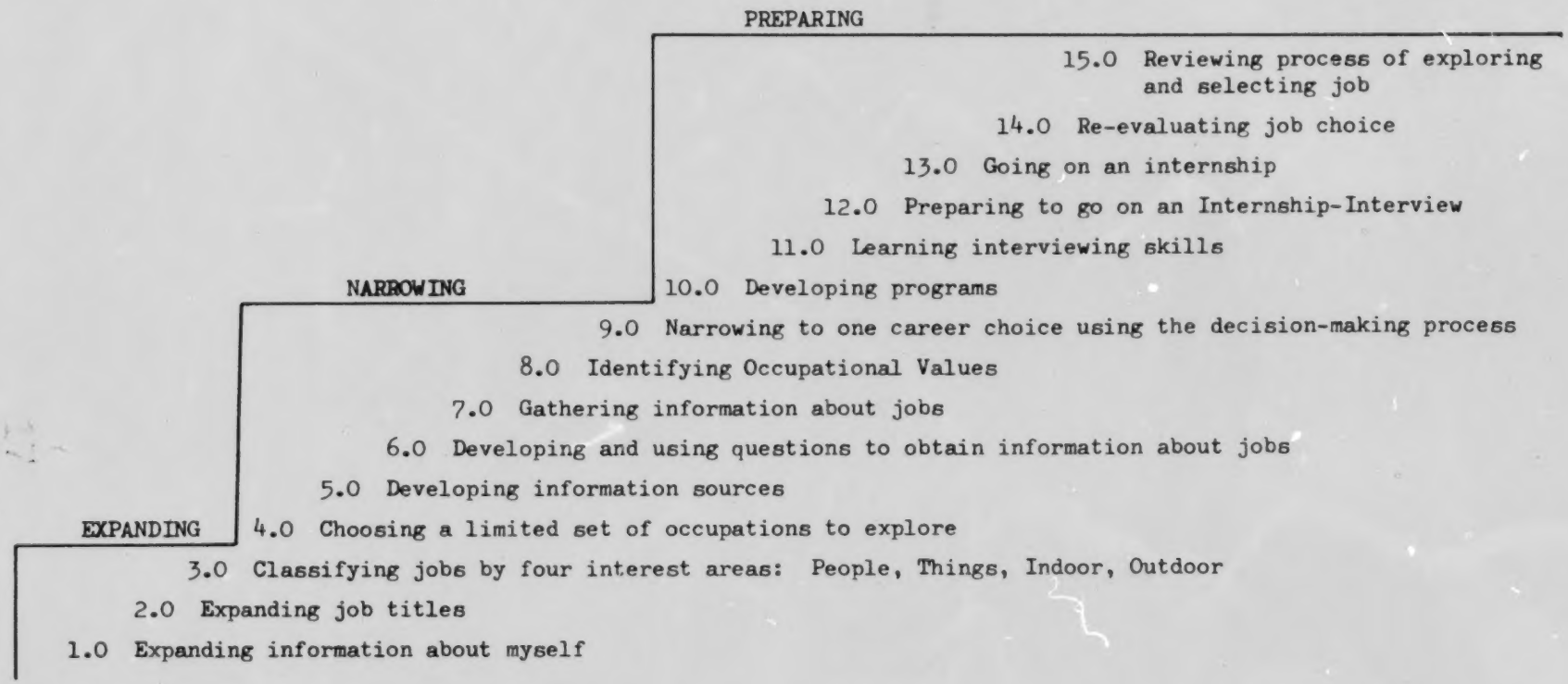
2.0 What jobs are there?

1.6 What is important to me?
1.5 What are my abilities?
1.4 What are my interests?

Goal 1.0 What do I know about myself?

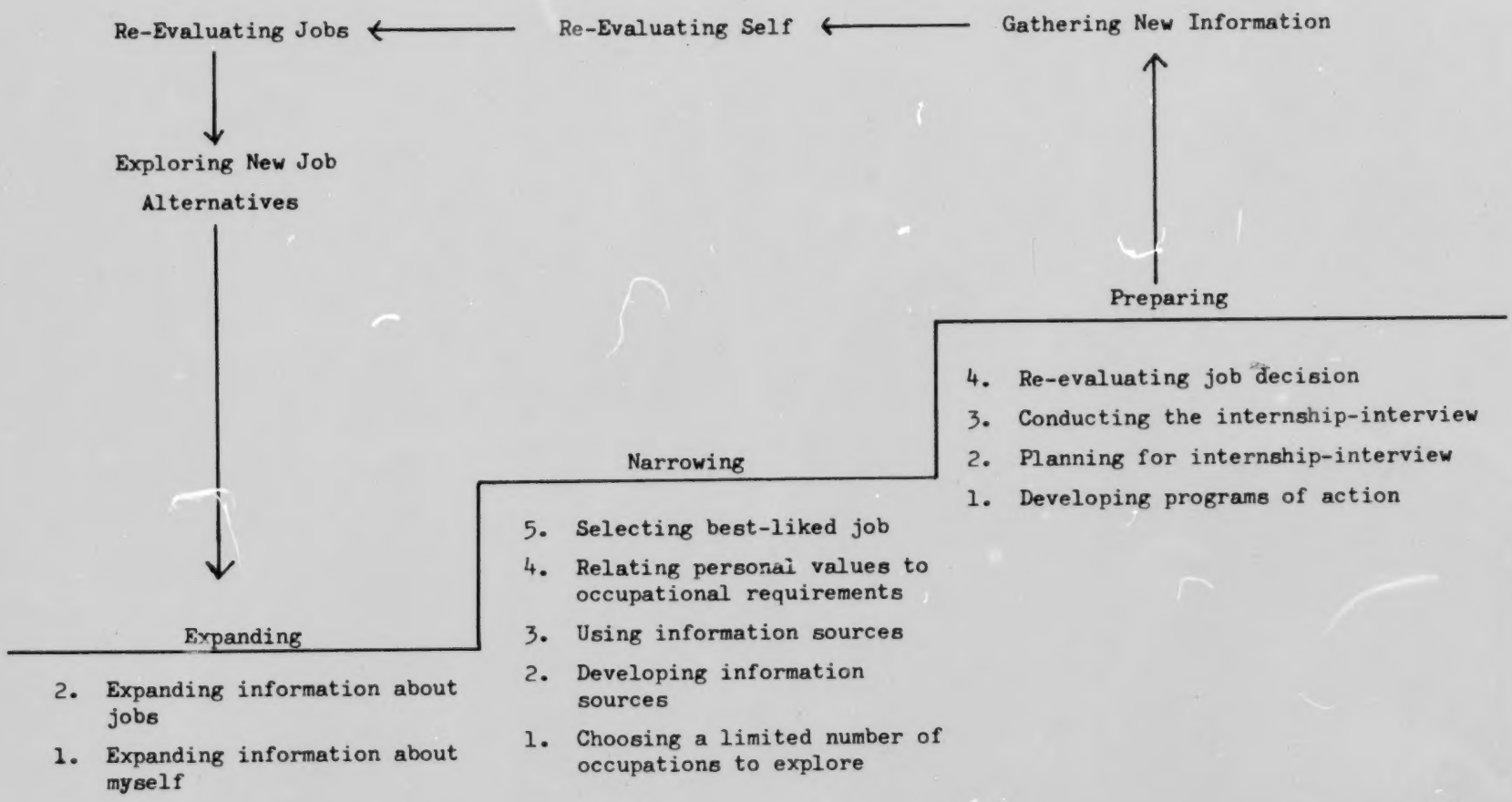
What are we going to do?

Upper Elementary CAST Step Chart


PREPARING
15.0 Reviewing process of exploring and selecting job
14.0 Re-evaluating job choice
13.0 Going on an internship
12.0 Preparing to go on an Internship-Interview
11.0 Learning interviewing skills
NARROWING
10.0 Developing programs
9.0 Narrowing to one career choice using the decision-making process
8.0 Identifying Occupational Values
7.0 Gathering information about jobs
6.0 Developing and using questions to obtain information about jobs
5.0 Developing information sources
EXPANDING
4.0 Choosing a limited set of occupations to explore
3.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor
2.0 Expanding job titles
1.0 Expanding information about myself

CAST OVERVIEW CHART

Upper Elementary



Goals and Performance Objectives for CAST

(Upper Elementary)

Introductory Lesson - to provide overview of CAST program.

Given a "Guess How Many Jobs There Are" contest, the students will formulate a list of ways to make a career decision.

Expanding

1.0 Expanding information about myself

P.O. 1.1 Given life-size student self portraits, the student will list at least three ways people are alike and three ways people are different in physical characteristics and actions.

P.O. 1.2 Given a school subject skill chart and worksheet, the student will assess his ability to perform the skills listed.

P.O. 1.3 Given a school subject skill chart and worksheet, the student will list at least three ways in which people are alike and different intellectually.

P.O. 1.4 Given a filmstrip on feelings and a discussion following, the student will list at least three ways people are alike and three ways people are different emotionally.

P.O. 1.5 Given lists of interest and hobbies generated by students, the student will name at least one of his leisure time interests and one activity he feels he has ability to do.

P.O. 1.6 Given a value clarification activity, the student will check at least three things that are important to him.

2.0 Expanding Job Titles

P.O. 2.1 Given cues from the student's daily life and surroundings, the student will generate at least 30 job titles.

3.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor

P.O. 3.1 Given the list of 30 or more jobs from Goal 2, the students will classify job titles under the headings: People-Things.

P.O. 3.2 Given the list of People jobs and Things jobs, the class will divide each list into Indoor and Outdoor.

Narrowing

4.0 Choosing a limited set of occupations to explore

P.O. 4.1 Given a list and classification of People-Things-Indoor-Outdoor jobs from Goal 3, the students will select his most preferred interest area.

P.O. 4.2 Given his preferred interest area, the student will select two jobs to explore.

5.0 Developing information sources

P.O. 5.1 Given the categories of People and Things, the student will generate at least ten general sources under each heading.

P.O. 5.2 Given the list of general sources of information from P.O. 5.1, the student will name a specific person or thing for each.

6.0 Developing and using questions to obtain information about jobs

P.O. 6.1 Given a definition of a question word (a question word is a word used at the beginning of a question), the student will generate a list of the six basic question words.

P.O. 6.2 Given a list of the six basic question words, the student will generate a list of questions to use for gathering information.

7.0 Gathering information about jobs

P.O. 7.1 Given the list of questions, the student will use information sources to gather information about their two job selections.

8.0 Identifying occupational values

P.O. 8.1 Given a list of occupational values, the learner will choose at least four values that are important to him on a job.

9.0 Narrowing to one career choice by using the decision-making process

P.O. 9.1 Given a list of "favorites", the student will rate each item on a 1-3 scale in terms of his likes or dislikes.

P.O. 9.2 Given his two job choices and his values list, the student will decide between his two job choices.

Preparing

10.0 Developing programs

10.1 Given a pencil sharpening activity, the student will learn the steps of program development.

10.2 Given a pencil sharpening activity, students will develop a program using the Program Development steps.

10.3 Given a lesson in writing programs, the students will develop a role model program.

11.0 Learning Interviewing Skills

11.1 Through classroom discussion and role playing, the students will practice listening, attending and summarizing skills in preparation for a role model or internship/interview.

12.0 Preparing to go on an internship interview

12.1 Through a discussion and role playing, the student will prepare for his internship-interview.

13.0 Going on an Internship

13.1 Given interviewing skills, the student will go to a job setting of their choice and ask questions of workers.

14.0 Re-evaluating Job Choice

14.1 Using new information he/she gained on an internship-interview, the student will fill out a new decision-making chart to re-evaluate his original job choice.

15.0 Reviewing process of exploring and selecting job

15.1 Given their CAST Program Step Chart, the students will review the steps of the program they have just completed.

15.2 Students will suggest other areas where the process they have learned can be used (transfer of skills).

GOAL: **Introductory Lesson (cont.)**

PRINCIPLE:

OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Construction paper for student folders **Magic Markers or crayons** **Magazines for job pictures**	10. **Have students make career folders out of construction paper to keep all their worksheets and papers in throughout the CAST curriculum.** 11. **Students should mark CAREERS on their folder with crayon or magic markers. They can either draw a picture or paste a magazine picture on the cover of their folders.** 12. **The folders can be punched and bound in some way at the end of the CAST lessons. Students can take folder home and share them with their families.**	

CHECK STEP(S): **Step 10: Have I made a career folder for all my papers and worksheets?**

ADDITIONAL SUGGESTIONS OR INFORMATION:

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EXPANDING

GOAL: 1.0 Expanding information about myself. (What do I know about myself?)

PRINCIPLE: If I can discover ways in which all people are alike and different physically, then I will have a better understanding of myself in relation to others, so that I can make better decisions concerning my life.

OBJECTIVE: 1.1 Given life-size student self portraits, the student will list at least three ways people are alike and three ways people are different in physical characteristics and actions.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Large paper and art materials Paper and pencils Pictures or posters of people in action	1. Have students create life-size representations of themselves. Divide students into pairs. Students take turns lying flat on a large sheet of drawing paper while the other student traces him. Each student then completes the representation by painting in his features and clothes. 2. Hang drawings around the room. 3. Have students discuss characteristics that are common in all drawings. (Example: all pictures show 2 eyes, a nose, arms, etc.) 4. Have students discuss differences in characteristics (different color of hair, eyes, height, etc.). 5. Suggest to students that people are alike and different in physical actions as well as in physical characteristics. 6. Have students generate a list of action words. Use pictures of people in action (running, eating, sleeping) to motivate discussion. 7. From the above list, students will select the actions that are common to all people. 8. As part of a physical activity, students should compare their physical abilities to run, jump, throw, etc. (Teacher may film them, if possible.)	Be sure students do not bring out any characteristics that might hurt someone's feelings.

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

Films: People Are Different and Alike Units: I Do Declare, I Am Aware and Just Me Curriculum Integration: Information on the human body may be found in your science or health books. Action words could be part of an English lesson on verbs. Another area to explore is the five senses. Use a tasting party to introduce a lesson on the sense of taste and then go on to the other senses. Students may begin making books about themselves, covering the Self-Exploration Goal. The performance

GOAL: 1.0 (cont.)

PRINCIPLE:

OBJECTIVE: 1.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	9. Have students discuss differences in physical actions. 10. Have students list on paper three ways they discovered people are alike and three ways people are different physically. Put this paper in their folders.	

CHECK STEPS (s):

Step 10: Have I listed three ways people are alike and three ways people are different physically? Are there three things I have listed under physical ways people use their bodies or the way they look?

ADDITIONAL SUGGESTIONS OR INFORMATION:

objectives in this goal will be referred to later when students do Career Exploration. Check Job Information Source List, beginning on page 26A, for Self-Awareness materials. Use any Self-Awareness films, filmstrips, books and kits that are available to you.

GOAL: 1.0 Expanding information about myself. (What do I know about myself?)

PRINCIPLE: If I learn more about how people are alike and different intellectually, then I will have a better understanding of myself in relation to others, so that I can make better decisions concerning my life.

OBJECTIVE: 1.2 Given a School Subject Skill Chart and worksheet, the student will assess his ability to perform the skills listed.

1.3 Given a School Subject Skill Chart and worksheet, the student will list at least three ways in which people are alike and different intellectually.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Posterboard, chart with school subjects, Skills worksheet for every student Transparency, Chart of Skill, data of classroom, overhead projector Posterboard, magic markers	1. Display a chart on which is written the academic subjects the students are studying. 2. Have students generate the skills needed in school. (Example: Under math--addition skills, subtraction skills, etc.) 3. Give the students a worksheet listing the skills they generated. Ask them to mark with a check the skills they can do best, and the skills they can do best and the skills they have trouble in performing. 4. Collect the worksheets from the students and complete a chart on a transparency using this data. 5. Using chart for reference, have the class discuss the fact that some skills can be performed by all students and some people are better at some skills than others. 6. Ask the students to look again at their worksheets and choose one skill that they are best at. Get individual input. Discuss likeness and differences. Ask the students to list three ways they are alike and three ways they are different intellectually from their classmates. 7. Use the skill the student chose in Step 6 as a basis for Student Helper Program. (See Appendix, p. 4C.)	Explain to the students that a skill is an action that can be seen, repeated and measured. (Example: adding 2 + 2.)

CHECK STEPS Step 3: Have I checked all those skills I perform well and the ones I have trouble in performing?
Step 6: Have I listed three ways my classmates are alike and three ways my classmates are different intellectually? Did I select a skill I can perform? Have I listed three ways that my classmates use their minds?

ADDITIONAL SUGGESTIONS OR INFORMATION:

There are other ways of pointing out intellectual similarities and differences. Consult self-awareness unit, I Do Declare, I Am Aware, or CCEM units, Just Me and Careers in Services, for other activities. Also students can make a chart of their own intellectual self-assessment. Keep chart and revise it each marking period. As a homework assignment, have students go home and ask their parents what school subjects they learned in elementary school, do they use now on their jobs. When students come to school the next day with this information, the teacher makes a master list of school subjects related to jobs and the class discusses it.

GOAL: 1.0 Expanding information about myself. (What do I know about myself?)

PRINCIPLE: If I can learn more about myself and others emotionally, then I will have a better understanding of myself, so that I can make better decisions.

OBJECTIVE: 1.4 Given a filmstrip on feelings and a discussion following, the student will list at least three ways people are alike and three ways people are different emotionally.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
F/S Circle of Feelings Blackboard and chalk or posterboard and magic marker SRA Kit: Focus on Self-Development: Stage 1: Awareness	1. Show filmstrip, Circle of Feelings, or any appropriate film or filmstrip that deals with feelings to motivate discussion. 2. Have class generate a list of feeling words. Write them on board or on chart. 3. Discuss possible causes of feelings. 4. Discuss the behaviors that result from feeling angry, etc. 5. Discuss the fact that everyone has the same feelings, but not everyone reacts in the same way to those feelings. (Example: When some people get angry, they get quiet and sulk and others may yell.) 6. Look at posters or pictures of people showing various emotions, and identify the feelings by the behavior clues shown. 7. Talk about causes of feelings. Discuss the fact that situations do not affect everyone in the same way. A situation that could cause one person to feel anger or sadness, might not have the same effect on someone else. 8. Ask the students to list 3 ways people are alike and 3 ways people are different emotionally. Place in student's folder.	

CHECK STEPS Step 8: Have I listed 3 ways people are alike and 3 ways people are different emotionally? Are the 3 things I have listed under emotional ways in which people show their feelings?

ADDITIONAL SUGGESTIONS OR INFORMATION:

This topic could be done as part of your Language Arts curriculum or it could tie in with a Health chapter on personality. Check Health and Science text.

GOAL: 1.0 (cont.)

PRINCIPLE:

OBJECTIVE: 1.4 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	9. Have students draw a picture or write about a situation that shows when they feel happy, when they feel sad, when they feel angry and whey they feel scared. Compile a book for each of those feelings.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 1.0 Expanding information about myself. (What do I know about myself?)

PRINCIPLE: If I learn more about my interests and abilities, then I will better understand myself, so that I can use this information to plan for my future.

OBJECTIVE: 1.5 Given lists of interest and hobbies generated by students, the student will name at least one of his leisure time interests and one activity he feels he has ability to do.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Filmstrip, "What Do You Like To Do?" Paper, Pencils	1. Show filmstrip, "What Do You Like To Do?" 2. Put up two sheets of paper, one marked Interests, the other marked Hobbies. 3. Explain to students that an interest is something that people like to do, such as swimming, reading, being with people, dancing. Students should begin to compile a list of interests. 4. Explain to students that a hobby is a pursuit of an interest on a regular basis. It often may result in a product. (Example: stamp collecting, cooking, making model airplanes.) Students should begin to compile a list of hobbies. 5. From the lists generated by the class, each student will choose at least one thing he likes to do. (Example: read, collect baseball cards.) The student will also choose at least one thing that he feels he can do well. (Example: draw pictures, fix bicycles.) 6. Have an Interest Hour where students can do something that interests them. They may bring games to play, a book to read, a model car to put together, etc.	

CHECK STEPS Step 5: Have I named at least one thing I like to do in my leisure time and one thing I can do well?

ADDITIONAL SUGGESTIONS OR INFORMATION:

If possible, have a parent come to work with students on their interests. One group could cook, another group could do wood carvings, etc. This Interest Activity could be scheduled on a weekly or monthly basis. It could become school-wide. Other activities could include a Hobby Day where students bring in hobbies to share with others and a Talent Show. More information can be found in the following units: I Do Declare, I Am Aware, Attitudes and Task Completion.

GOAL: 1.0 Expanding information about myself. (What do I know about myself?)

PRINCIPLE: If I can identify what is important to me (my values), then I will have a better understanding of myself, so that I can use this information to help me plan my future.

OBJECTIVE: 1.6 Given a value clarification activity, the student will check at least three things that are important to him.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Value Auction Sheets for each student. (See Upper Elementary Appendix, p. 5C.)	1. Discuss with students: What are values? (What is important to you?) Where do values come from? Why do people have values? Why do values vary from person to person? 2. Tell the students that one way for them to find out what their values are is to have them participate in a Value Auction. 3. Pass out Auction Sheet to every student. 4. Give them the directions orally: "You have $1000 with which to bid on items to be auctioned. Decide which ones you will bid on. Choose the 3 you want most. Put a check mark by them. Now decide how much of your $1000 you will bid (you must use all your money on the items. Example: 3 items chosen, bids could be $500, $250, $250.) Put your budgeted amount in the first column. Now we will begin the auction. Just yell out your bids. The item will go to the highest bidder. If you won an item, mark it down in the last column." 5. Proceed with the auction until all items are bid on. 6. At the end of the auction, have students share with the class the three things most important to them. These will be the things they bid on. Discuss reasons for their selections.	

CHECK STEPS Step 4: Have I chosen 3 items that are important to me?
Step 5: Have I chosen the amount I will bid on those items?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Units: I Do Declare, I Am Aware has some excellent value clarification activities. Also, the CCEM Careers in Services unit, Lesson 9, page 88 deals with recognizing personal values and goals. If time permits, pursue other value clarification activities with the class.

Clarifying Values: A Handbook of Practical Strategies, by Sidney Simon, Leland Howe, and Howard Kirchenbaum. (New York: Hart Publishing, 1972.)

GOAL: 2.0 Expanding job titles. (What jobs are there?)

PRINCIPLE: If I can think of many job titles, then I will have a wider choice, so that I can explore many jobs.

OBJECTIVE: 2.1 Given cues from the student's daily life and surroundings, the student will generate at least 30 job titles.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalk, Chalkboard Job pictures from magazines, SVE posters (Community Workers), Career Kit, or Peabody Language Kit. (For further resources, see Job Information Source List beginning on p. 26A.)	1. Tell the students, "Now that we've looked at ourselves, we are going to look at the world of work and begin to make a list of jobs. We will use the information we have on ourselves to help us select the jobs we are most interested in now." 2. Ask students to look around the classroom at all the different objects. Then ask students to name jobs they can associate with the objects. Use questions such as "Who made it?", "Who delivered it?" to stimulate the students. As students name jobs, write list on board. 3. Ask students, "What are some jobs at school?" "What jobs do you see <u>on the way</u> to school?" 4. Continue listing job titles. Ask students to name jobs in the community. Also ask students to name the jobs their parents do. Use job pictures to assist the students in generating job titles.	

<u>CHECK STEPS</u> Step 3: Do we have at least 30 job titles on the board?

<u>ADDITIONAL SUGGESTIONS OR INFORMATION:</u>

Besides using pictures, students might also enjoy seeing films and filmstrips on different occupations. Many are available; refer to the Job Information Source List for suggestions. Check the materials found in your school or in your school system. Continue using films throughout the career program. Posters and charts around the room would be another source to stimulate students. Use as many strategies as possible to generate job titles.

GOAL: 3.0 Classifying jobs by four interest areas: People, Things, Indoor, Ourdoor (What interest areas are there?)

PRINCIPLE: If I can classify jobs - People-Things, Indoor-Outdoor, then I will be able to know what job falls in which interest area, so that I can begin to narrow my career choice based on my interests.

OBJECTIVE: 3.1 Given the list of 30 or more jobs from Goal 2, the students will classify job titles under the headings: People-Things.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
People-Things Chart, (p. 5A) for each student, Overhead Projector, Transparency of People-Things Chart, Marker, Job pictures used for Goal 2, List of jobs from Goal 2	1. Students should review list of 30 jobs by reading them aloud. 2. Show job pictures of each of the 30 or more jobs as student reads job aloud 3. Ask student to decide if the worker works <u>most of the time</u> with people or <u>most of the time</u> with things. 4. As a class, discuss each worker on list and when a decision is made, write job title either in People column or Things column. Students do this on their worksheet. Teacher does this on transparency with marking pencil under overhead projector. 5. Sometimes it may be difficult for the class to make a decision on some of the jobs. If this is the case, use pictures to help or career books that are in the room. With the jobs in the school a few students at a time can leave the room and go and observe the principal, school secretary, custodian, cook, librarian, etcl, to see if they spend <u>most of the time</u> working with People or Things. Tehy come back and report. 6. When the students finish classifying the list of jobs, their worksheets should become part of their career folder (see introductory lesson).	

<u>CHECK STEPS</u> :

Step 4: Do the jobs I have under People spend <u>most of the time</u> working with people?
Do the jobs I have under Things spend <u>most of the time</u> working with things?

<u>ADDITIONAL SUGGESTIONS OR INFORMATION</u>:

<u>The Story of Who</u>: <u>How Who Finds His First Job</u>, by Robert Carkhuff and Ted Friel is very helpful for this lesson. WHO, the boy in the story, gorups jobs into People and Things, beginning on page 6. If every student has a book, it would be a good idea to reveiw or reinforce this lesson using the comic book. Have students complete the exercises on pages 6-9. Throughout all the lessons in Goal 3, the students should continue to expand their list of jobs. By the end of the lessons (classifying jobs, People-Things, Indoor-Outdoor) the list of jobs should grow from at least 30 to 50 job titles.

GOAL: 3.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor (What interest areas are there?)

PRINCIPLE: If I can classify jobs, People-Things, Indoor-Outdoor, then I will be able to know what job falls in which interest area, so that I can begin to narrow my career choice based on my interests.

OBJECTIVE: 3.2 Given the list of People jobs and Thing jobs, the class will divide each list into Indoor and Outdoor.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
People-Things Worksheet Chart (filled in), page 5A Overhead Projector, Transparency of People-Things Worksheet (filled in), People-Things, Indoor-Outdoor Worksheet, Sample Occupational List (page 8C)	1. Students should review the discriminations they used to classify jobs into People jobs and Things jobs. (What does the worker work with <u>most of the time</u>?) 2. Tell the students that they are now going to further classify jobs into Indoor and Outdoor. 3. Using their completed People-Things Worksheet, have the students copy jobs over again on the People-Things, Indoor-Outdoor Worksheet. This time they must decide whether the People jobs are Indoor or Outdoor. 4. Tell the class that in order for a job to be considered Indoor, the worker must spend <u>most of his time</u> indoors. The same principle applies to Outdoor jobs. 5. The students should work on their lists, further classifying People and Things jobs into Indoor and Outdoor; at this point they should further expand job titles so they have a list of at least 50. 6. When students are done, they may volunteer their answers and they can write them on the transparency which is on the overhead projector so that all students can see. This list can become a master list that is put up in the room for students to add to.	

CHECK STEPS

Step 5: Is every job listed under one of the interest areas?
Does each job meet the definition of the interest areas?
Did I add more jobs under each heading?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Sample Occupational List (on page 8C) is basically to assist the teacher in classifying jobs under the four interest areas. It is by no means complete. It is just a sample.
Classifying and grouping is a skill that can transfer to Language Arts, Social Studies and Science. Have students practice classifying in other academic areas.

GOAL: 3.0 (cont.)

PRINCIPLE:

OBJECTIVE: 3.2 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Yarn, job pictures, construction paper, The Story of WHO, tagboard, magic markers	7. Many times there are discrepancies in the classification of Indoor-Outdoor jobs. One student may put airplane pilot under Things-Indoor, another student places pilot under Things-Outdoor. Explain to students that no one is wrong. The student must be able, however, to justify his answer. He comes from his frame of reference, so he is not incorrect. 8. When the jobs have been classified and further expanded (students should always be adding more jobs to the list) the students can be divided into groups for an activity using their classification skills. a. One group takes the job pictures and, using yarn to separate the bulletin board into the four interest areas, the students place the job pictures in the right area on the board. b. A group of students work on page 9 together in the WHO comic book. c. Some students can make flash cards out of tagboard with job titles printed on the cards. They they can divide into two teams. Each team arranges their cards into People-Things-Indoor-Outdoor piles. The team that does it correctly in the shortest period of time is the winner.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

NARROWING

GOAL: 4.0 Choosing a limited set of occupations to explore. (What is my preferred interest area?) (What two jobs do I prefer?)

PRINCIPLE: If I can choose the interest area I like best, then I can explore jobs in that area, so that I can select a job that suits me best.

OBJECTIVE: 4.1 Given a list and classification of People-Things-Indoor-Outdoor jobs from Goal 3.0, the student select his most preferred interest area.

4.2 Given his preferred interest area, the student will select two jobs to explore.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
People-Things-Indoor-Outdoor Chart, p. 6C Transparency of chart, copies for each student.	1. Show transparency of chart and ask students to look carefully at the four separate lists of jobs on their charts. 2. Ask them to select one list of jobs they like best. Show them on your transparency of the chart. 3. Have students fill in the first sentence at the bottom of the chart. Demonstrate on your chart. 4. Ask the students to now look at the list they chose. 5. Have them select two jobs they like best from the list. 6. Have students fill in the second statement at the bottom of the chart. Show them on your chart. 7. Collect charts and make a master list showing each student's two job choices. 8. Return charts to students to include in their Career Folders.	

CHECK STEPS Step 2: Student can ask himself questions: Do I like working with people? Do I like working with things? Do I like being indoors? Do I like the outdoors? Is there any job on any of the lists that really appeals to me?

Step 3 & 6: Did I fill in the two statements at the bottom of the chart?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, pp. 10-11.

GOAL: 5.0 Developing information sources. (How can I find out about my job?)

PRINCIPLE: If I generate a list of information sources, then I can use these sources, so that I can find out more about the jobs in which I am interested.

OBJECTIVE: 5.1 Given the categories of People and Things, the student will generate at least ten general sources under each heading.
5.2 Given the list of general sources of information from P.O. 5.1, the student will name a specific person or thing for each.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Filmstrips, records, tapes, films, books, posters, magazines, newspapers, pictures of TV sets, radios, people. (See Job Information Source List, p. 26A-39A.) Posterboard and magic markers, blackboard and chalk Sample Sources of Information, p. 8C. Sources of Information Worksheet, p. 9C.	1. Display around the room various items from materials list. 2. On poster or blackboard, write "Sources of Information" as a heading. Under this heading, write "People Sources" and "Thing Sources" (See page 8C for form and suggestions.) 3. Teacher or appointed student can act as a recorder. Have class brainstorm and come up with at least ten general information sources in each category. 4. Have students copy lists on their Sources Worksheets, p. 9C. 5. Students may add sources to their own lists. 6. Next to each general source of information have students write a specific person or thing they would go to for information. Example: Teacher - Mrs. Jones, TV Program - Emergency.	

CHECK STEPS
Step 3: Did I generate ten sources under each heading?
Step 6: Do I have a specific information source for each general information source?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, p. 11-12. As a follow-up activity, class could play a game of Information Baseball. (See p. 10C.)

GOAL: 6.0 Developing and using questions to obtain information about jobs. (What do I want to know about my two job choices?)

PRINCIPLE: If I can develop good questions to ask my sources, then I can get the information I want and need about my job sources, so that I can make a career decision based on this information.

OBJECTIVE: 6.1 Given a definition of a question word (a question word is a word used at the beginning of a question); the student will generate a list of six basic question words.
6.2 Given a list of the six basic question words, the student will generate a list of questions to use for gathering information.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Guide for Using Role Models p. 12C and 13C. Transparency Overhead projector Ditto master See Sample Question List p. 11C.	1. Arrange to have a role model come to the class to talk about his job. 2. Tell students that they will interview the role model to learn about his job. 3. Explain that when you interview someone, you ask questions. 4. Ask students to think about the words that generally come at the beginning of a question. Explain that these words are called question words. 5. Ask students to generate a list of question words. (The students will probably include if, can and do, along with the basic question words: Who what, where, when, why and how.) 6. Accept whatever words they give you, but explain that the class will concentrate on the six basic question words. 7. On a transparency, write the word WHO, have class generate questions beginning with WHO. Write the questions on transparency. (Limit questions to 3 or 4.) Repeat with other five question words. 8. Copy the questions on a ditto master and run off copies for each student.	

CHECK STEPS
Step 6: Do I know the 6 basic question words?
Step 7: Can I use the 6 basic question words to generate the questions I will use to interview a role model?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Refer to The Story of Who, p. 13.14. This lesson can be integrated with Language Arts. The question words are taught in Language Arts and can be used for writing book reports, newspaper stories, in interview, etc.
Use the question words in the remainder of the career program and integrate into other academic subjects particularly reading.

GOAL: 6.0 (cont.)

PRINCIPLE:

OBJECTIVE: 6.1 and 6.2 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	9. Review questions with class prior to role model. Have students prepared to ask the questions when the speaker comes. 10. Have class interview speaker.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 7.0 Gathering information about jobs. (What are the requirements of my two job selections?)

PRINCIPLE: If I can use my sources to get information about my jobs, then I will know what the jobs require, so that I will be able to use this information to choose between the jobs.

OBJECTIVE: 7.1 Given the list of questions, the student will use information sources to gather information about their two job selections.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Sample list of questions for research, p. 14C. Films, filmstrips, books, magazines, newspapers, pamphlets, SRA Job Exploration Kit, Occupational Outlook Handbook (See Job Information Source List 26A - 39A.)	1. From the master list of Job Selections (Goal 4.0, P.O. 4.2) group the students with same job choices. (Example: Nurse group) Each student will be in two groups because each student will have indicated two job choices. Each group should consist of between four and six students. If there are more students interested in one job, divide the group. (Example: nine nurses would be divided into a group of 4 and a group of 5.) 2. From the list of questions generated in Goal 6.0, make a list of questions students could use for researching jobs. (See p. 13C.) 3. Write each question on the top of a separate sheet of paper. You will need one set of questions for each group. (Step 1) 4. If possible, work with the librarian and library aide, or other resource person, to gather and set up information according to job choices. Make sure the resources will provide most of the information the students will need. 5. Separate the information into the job categories chosen by the students. (Step 1) Put the information in different places. (Example: Information on nurses goes on one table, while information on mechanics goes on another.) If possible, use the library for this exercise.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story Of Who, pp. 15-18. This exercise can be part of your Language Arts class.

GOAL: 7.0 (cont.)

PRINCIPLE:

OBJECTIVE: 7.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	6. Each student group will sit at the table containing information about their job. You will need two periods for research, since each student will have selected two jobs. 7. Assign each student several questions to answer. (Make sure questions are divided equally among the members of each group.) Give each group member the questions you prepared in Step 3. Have students put their names in the upper right-hand corner of the paper, and put their job choice below their name. If your group can handle it, they could make assignments themselves. They could also be given blank sheets of paper and write their own questions on the top lines. 8. Group **will do research.** They may help each other with the answers. 9. When students complete their assignments, they may help others, do further reading about their jobs, view filmstrips about their jobs, etc. 10. Put the information in a booklet, label it with the job title. (Example: Nurse) Have a table of contents. Use master list of questions and put information in the same order as the table of contents.	

CHECK STEPS Step 7: Is my name and job choice on my paper? Do I know what questions I am assigned to answer?
Step 8: Do I have the answers for all the questions I have been assigned?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 8.0 Identifying occupational values. (What is important to me on the job?)

PRINCIPLE: If I can identify what is important to me on a job, then I can better choose between careers, so that the career I choose best suits me.

OBJECTIVE: 8.1 Given a list of occupational values, the learner will choose at least four values that are important to him on a job.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Sample Occupational Value List in Elementary Appendix p. 15C. Transparency and student copies; Value Chart, p. 16C.	1. Review value from lesson 1.5. My values are what is important to me. 2. Introduce term occupational value--what I want from a job. 3. Read together the Occupational Value List. 4. Discuss each value together. 5. Have students select any four occupational values that are important to him and write them on his Value Chart. 6. An alternative to this might be to ask students to select two physical values, two emotional and two intellectual values. It depends on what the class can handle. 7. If there are any values that the student does not see on the list that he would like to include, he can write them in at the bottom of the list.	

CHECK STEPS Step 5: Have I selected four values and written them on my chart?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Use The Story of Who, pp. 19-21. This makes choosing values an easy and fun exercise. Also, the Self-Awareness Unit, I Do Declare, I Am Aware, (Worksheet #9) has a value exercise.

GOAL: 9.0 Narrowing to one career choice by using the decision-making process. (Which job is better for me?)

PRINCIPLE: If I can learn to rate some "favorites" (food, sports, TV programs), then I can use this skill to rate my occupational values, so that I can make a job decision.

OBJECTIVE: 9.1 Given a list of "favorites", the student will rate each item on a 1-3 scale in terms of his likes or dislikes.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
"Favorites" worksheet, p. 17C pencils	1. Pass out the favorites worksheet. 2. Tell the student the rating scale and explain to them that they will be rating some "favorites." If the students don't see any of their "favorites" on the sheet, there is a place for them to write them in. 3. Ask the students to rate each item by putting a 1, 2 or 3 next to it in the blank. 4. Have students share their ratings with the entire class. 5. Do one other rating exercise. (See Additional Suggestions or Information.) or 6. Have a group of students design their own "favorites" worksheet for the class to use. (Example: favorite pets, favorite clothes.)	

CHECK STEPS Step 3: Did I put a 1, 2 or 3 in every blank on my favorites worksheet?

ADDITIONAL SUGGESTIONS OR INFORMATION:

I Do Declare, I Am Aware, the Self-Awareness unit, has rating exercises: Lesson 8, "Genie with 3 wishes, Worksheet #2, "Foods We Like"; Worksheet #3, "Our Favorite Things"; and Worksheet#9, "Rank Order". These exercises can be used to give students more experience in rating.

GOAL: 9.0 Narrowing to one career choice by using the decision-making process. (Which job is better for me?)

PRINCIPLE: If I can narrow my career choice to one job, then I can have a chance to meet and speak with someone on that job, so that I can tell if that job is really best suited for me.

OBJECTIVE: 9.2 Given his two job choices and his values list, the student will decide between his two job choices.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
People-Things-Indoor-Outdoor Worksheet, p. 8C Decision-Making Chart, p. 18C Occupational Values Chart, p. 16C Job Information folders from Goal 8 The Story of Who	1. Ask the class to look at the two jobs they selected at the bottom of the People-Things-Indoor-Outdoor worksheet. 2. Write the two jobs in the proper place on the Decision-Making Chart. 3. Ask the students to copy their values from the Occupational Values Chart onto the Decision-Making Chart. 4. Ask students to rate their values for Job 1 and Job 2 based on the information they gathered in Goal 8.0. Students can refer back to the Job Information folders. 5. Rate the values: 1 if it is unfavorable, 2 if it is OK or minimally acceptable, 3 if it is favorable or in other words, if the job satisfies the student's values. 6. Add up the total. 7. Have the student star (*) the highest number. This is the job best suited to him based on his values. 8. Discuss how this decision-making process could be used for other decisions. 9. Read pp. 20-23 in The Story of Who.	

CHECK STEPS **Step 5:** Have I rated each value for both my job choices?
Step 6 & 7: Have I added up the total and starred the one job that suits me?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, pp. 20-23. Practice this decision-making process for class decisions: Where to take a field trip, what to do during recess, etc. Have individual students show how they could use this process to buy someone a birthday gift, decide what bike to buy, decide what game to play.

BEST COPY AVAILABLE

PREPARING

GOAL: 10.0 Developing programs. (How can I reach my goal?)

PRINCIPLE: If I can learn how to develop a program, then I can use that skill to develop my own program, so that I can reach my goals.

OBJECTIVE: 10.1 Given a pencil sharpening activity, the student will learn the steps of program development.
10.2 Given a pencil sharpening activity, students will develop a program using the Program Development steps.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Pencil, chalkboard, chalk	1. Ask the class to tell you how to sharpen a pencil. 2. Call on someone to tell you what you would have to do first. Write that on the board. 3. Call on another student to tell you what to do next, and write that on the board. Number each statement as it is given. Continue doing this until someone says, "Sharpen your pencil" or any other similar statement. 4. Tell class that they have just given you a program for sharpening a pencil. Tell them the goal was to Sharpen a Pencil. 5. Explain that a program is a step-by-step method to reach their goal. The first step is where they are now, the last step is the goal, and the steps in between get them to their goal. 6. Ask for a volunteer to follow those steps exactly as they are numbered and given on the board. 7. If they are able to sharpen their pencil by exactly following the steps, then the class has written a program. If not, ask the class to revise the program and have someone follow the revised program. Repeat until all steps are given, in the correct order, so that the student doing the program is able to go from his desk with an unsharpened pencil to the pencil sharpener and sharpen his pencil.	A goal is what you want to achieve. (Example: to complete a school assignment, to win a ball game, to bake a cake.) The steps should be sequential, observable and measureable.

CHECK STEPS
Step 4: Do I know what a goal is?
Step 5: Do I know what a program is?
Step 7: Did I follow the program? Is the program correct? Do I have a sharp pencil?

ADDITIONAL SUGGESTIONS OR INFORMATION:

1. See The Art of Teaching and The Art of Program Development for explanation of program development. 2. The Story of Who, p. 28-34. 3. As a class, students can develop programs for answering a telephone, improving grades, planning a class party, planning a school assembly program. 4. Recipes are actually step-by-step programs. Students could make a recipe book. 5. Students can refer back to Goal 1.2, and plan a program to help them improve in school subjects in which they are not doing as well as they would like to be.

GOAL: 10.0 Developing programs. (How can I reach my goal?)

PRINCIPLE: If I develop a good role model program, then I can have role models, so that I can learn about jobs.

OBJECTIVE: 10.3 Given a lesson in writing programs, the students will develop a role model program.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalkboard and chalk Sample role model program, p. 19C - 21C.	1. Explain to students that there will be many role models coming to the class to speak to them about the jobs in which they are interested. 2. Ask students to help you develop a good role model program, so that they can get first-hand information about jobs. 3. On the board write your goal: <u>To have a good Role Model Program</u>. 4. On the board write: <u>Preparing for role model visit; During role model visit; After role model visit</u>. 5. Ask students for the program steps they would need for each of the above statements. (Allow about 3-6 steps under each heading.)	

CHECK STEPS

Step 3: Do I know what a "goal" is?
Step 5: Do I know what program steps are?
Do I have the steps for a good role model program?

ADDITIONAL SUGGESTIONS OR INFORMATION:

See Sample Program, Appendix, pp. 19C - 21C.

GOAL: 11.0 Learning interviewing skills. (How can I get information from People?)

PRINCIPLE: If I can attend, listen and summarize during an interview, then I can be sure I am getting the information I need, so that I will know more about my job.

OBJECTIVE: 11.1 Through classroom discussion and role playing, the students will practice listening, attending and summarizing skills in preparation for a role model or internship/interview.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Overhead projector Transparencies 2 chairs in front of the room	1. Give oral and written demonstrations of attending, listening and summarizing. Give oral and written demonstration of eye contact. 2. Demonstrate each of the above with one of the students in the class. 3. Have pairs of students role play the above procedures in front of the class. Have class use check steps below to evaluate. 4. Divide students into groups of 4 to 6 students. Have pairs of students practice these skills, while others in the group check them. Students should rotate until each has practiced at least 2 or 3 times. 5. As a homework assignment, students should interview their parents, using questions developed in Goal 6.0, and the interviewing skills learned in class. If possible, students may tape interview and play it back to class. 6. When role models come in, students can interview role models as a class. A panel may be appointed to interview the role, or one student may be assigned this task.	

CHECK STEPS Step 3: Did I face the person squarely? Did I look at his eyes? Did I lean forward? After his answers to my questions, did I summarize?

ADDITIONAL SUGGESTIONS OR INFORMATION:

1. For information about these Interpersonal skills, read The Art of Helping and The Art of Teaching.

GOAL: 12.0 Preparing to go on an intership/interview. (What do I need to do to prepare for my internship/interview?)

PRINCIPLE: If I can identify the steps I need to take to prepare for my internship, then I can practice each step, so that I will be successful on my internship.

OBJECTIVE: 12.1 Through a discussion and role playing, the student will prepare for his internship/interview.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Internship/Interview Question Chart, p. 23C. Preparing for an Internship/Interview Worksheet, p. 22C. Pencils Desk and chairs for role playing Chalkboard and chalk	1. Tell the class that before they go out on their internships or before they interview workers either on the job or at school, they will need to prepare themselves. 2. Pass out the worksheets, Preparing For My Internship/Interview, p. 22C. 3. Have the students go over it together. If they already have some of the information on the first part, they can write it down now. 4. For the second and third parts of the worksheet, students could discuss in small groups what they need to do the night before and the morning of their internships. If time permits, each group could write a step-by-step program. The group recorder can write the program on the chalkboard, and students can discuss the different programs choosing the one that suits them best and writing it down on their worksheet. 5. Students should read part 4 together. After a short discussion, the students should take turns role playing the interview steps. They can use the questions on the Internship/Interview Question Chart, p. 23C. (Three different students, taking the parts of the intern, receptionist and employer, can enact the interview each time. Other students can participate by evaluating the interview.	

CHECK STEPS
Step 4: Have I filled out parts 2 and 3 of my worksheet?
Step 5: Can I successfully practice an interview using all my interview skills.

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, pp. 36 - 39. Invite the personnel director of the school system to speak to the students about what he looks for when interviewing a student. He can talk about the interview and role play an interview with a student.

GOAL: 12.0 (cont.)

PRINCIPLE:

OBJECTIVE: 12.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	6. Students must use their attending, listening and summarizing skills they learned in Goal 11.0.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 12.0 (cont.)

PRINCIPLE:

OBJECTIVE: 12.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	6. Students must use their attending, listening and summarizing skills they learned in Goal 11.0.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 13.0 Going on an internship. (What will I learn from asking questions on an internship/interview?)

PRINCIPLE: If I can see and meet workers on the job, then I can ask questions and get a better picture of the job, so that I can re-evaluate my job choice based on new information.

OBJECTIVE: 13.1 Given interviewing skills, the student will go to a job setting of their choice and ask questions of workers.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Internship Program, pp. 109A - 117A. Telephone, Parent Letter, Automobile, Student Release Form Internship/Interview Question Chart, p. 23C.	Basically, the internship program is outlined in the Appendix on pp. 109A - 117A. In simple outline form, a teacher, a counselor or teacher-counselor team needs to: 1. Contact employers in job settings that students chose by the decision-making process (p. 113A). 2. Set up a time and place for students to come. 3. Send home letters to parents (p. 121A). 4. When letters are returned from parents (hopefully some can provide transportation) set up a transportation schedule where student's name, place, date, time and driver's name is listed. 5. Double check on all times, dates and drivers before the first internship begins. 6. Send Student Release Form (p. 119A) with the student to other teachers in building, releasing them from their classes. 7. Double check that students are prepared for their internships. 8. Be sure that student has question chart with him/her and that he/she has added his/her own questions to the list.	The internship program is a desired activity of the CAST program, but not necessarily a requirement. In the upper elementary grades, students can go on internships together in groups whenever possible. An internship where students can, for about 1 hr., observe and ask questions is desirable, but not always possible. If the internship program is not possible, check additional suggestions and the

CHECK STEPS
Step 3: Have I returned my letter from my mom or day to school?
Step 4: Do I have transportation to and from my internship?
Step 6: Have I been relased from my other classes?
Step 7: Am I physically ready for my internship? (Clean, neat appearance)
Step 8: Do I have a list of questions to ask? Have I added 3 of my own?

ADDITIONAL SUGGESTIONS OR INFORMATION:

1. The teacher can look at the master list of job choices (P.O. 9.2) and arrange to have role models come to the class and talk only to those students interested in that job. These small groups of students can use interviewing skills learned in Goal 11.0. 2. A Career Fair may be arranged using representatives from the jobs chosen by the students (P.O. 9.2).

GOAL: 13.0 (cont.)

PRINCIPLE:

OBJECTIVE: 13.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	9. Student jots down notes at internship. 10. Student fills in question chart when he/she returns from internship.	internship alternatives (p. 115A) for other ways students can gain this valuable experience.

CHECK STEPS Step 9: Do I have interview skills?
Do I know how to attend, listen and summarize?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 14.0 Re-evaluatin · job choice. (Is this job as favorable as I thought it was?)

PRINCIPLE: If I assign new ratings to my values or change my values, then I will know that my internship experience affected my career choice, so that I can make a different career choice based on new values.

OBJECTIVE: 14.1 Using new information he/she gained on an internship/interview, the student will fill out a new decision-making chart to re-evaluate his original job choice.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
First Decision-Making Chart (that students fill in, p. 18C, Goal 9.0.) Blank Decision-Making Chart, Internship/Interview Question Chart, p. 23C.	1. Have students look at Decision-Making Chart and Internship Question Chart. 2. Ask the students to look closely at their values, how they rated their values and compare this with new information they found from their interview. 3. If there are any discrepancies or if values have changed, students should fill out a new chart based on new information. 4. They write their new values in and rate them on a 1-3 scale. 5. Ask students to write these statements at the bottom of their decision-making chart: "My old score is (higher or lower) than my new job score. I found that my job choice was (more favorable or less favorable) than I thought it was at first."	

CHECK STEPS Step 2: Are my values the same after the internship? Are my ratings the same after the internship?
Step 5: Did I write a statement about my job choice in light of re-evaluating it?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, pp. 43-47 is very helpful for this re-evaluation process.

GOAL: 15.0 Reviewing process of exploring and selecting job. (What steps did I take to learn about jobs?)

PRINCIPLE: If I know what steps I took (the process) to select a job to learn more about, then I can go through the same steps whenever I want to learn about a different job, so that I will finally select the job that is best for me, based upon the information I get.

OBJECTIVE: 15.1 Given their CAST Program Step Chart, the students will review the steps of the program they have just completed.
15.2 Students will suggest other areas where the process they have learned can be used (transfer of skills).

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Poster of CAST Overview Chart and copies for each student, p. 1C. Poster of CAST Program Step Chart, p. 2C.	1. In front of the room, have poster of CAST Overview Chart, and have students read the three major phases of the program--Expanding, Narrowing, Preparing. Students may look at their own copies. 2. Have a student read the steps class went through in Expanding. Discuss how they did each step. Do the same with Narrowing and Preparing. 3. Ask students if their program is completed now that they have re-evaluated their decision. Try to get the class to explore the fact that although they have been through the Career Planning Process once, they may use the process many times before they reach a Career Decision. 4. Ask students if the process they learned about could apply to anything besides making Career Decisions. (Example: What courses to take in high school, what to do during the summer, etc.) 5. Get input from class on how they liked the program in general; what they liked best and what needed improvement.	

CHECK STEPS Step 2: Do I know how to do the career process of expanding, narrowing and preparing?
Step 4: Can I use this process to make other decisions?

ADDITIONAL SUGGESTIONS OR INFORMATION:

The Story of Who, pp. 23-24.

APPENDIX

TABLE OF CONTENTS

Upper Elementary CAST Overview Chart	1C	Using Role Models	13C
Upper Elementary CAST Step Chart	2C	Sample List of Questions for Research	14C
Student Question Step Chart	3C	Occupational Values List	15C
Student Helper Program	4C	Occupational Values Chart	16C
Value Auction	5C	Favorites Worksheet	17C
People-Things-Indoor-Outdoor Chart	6C	Decision Making Chart	18C
Sample Occupational List	7C	Sample Role Model Program	19C
Sample Sources of Information	8C	Sample Role Model Program	20C
Sources of Information Worksheet	9C	Sample Role Model Program	21C
Information Baseball	10C	Preparing for my Internship-Interview	22C
Sample Question List	11C	Internship-Interview Question Chart	23C
Using Role Models	12C	Additional Job Information Source List	24C

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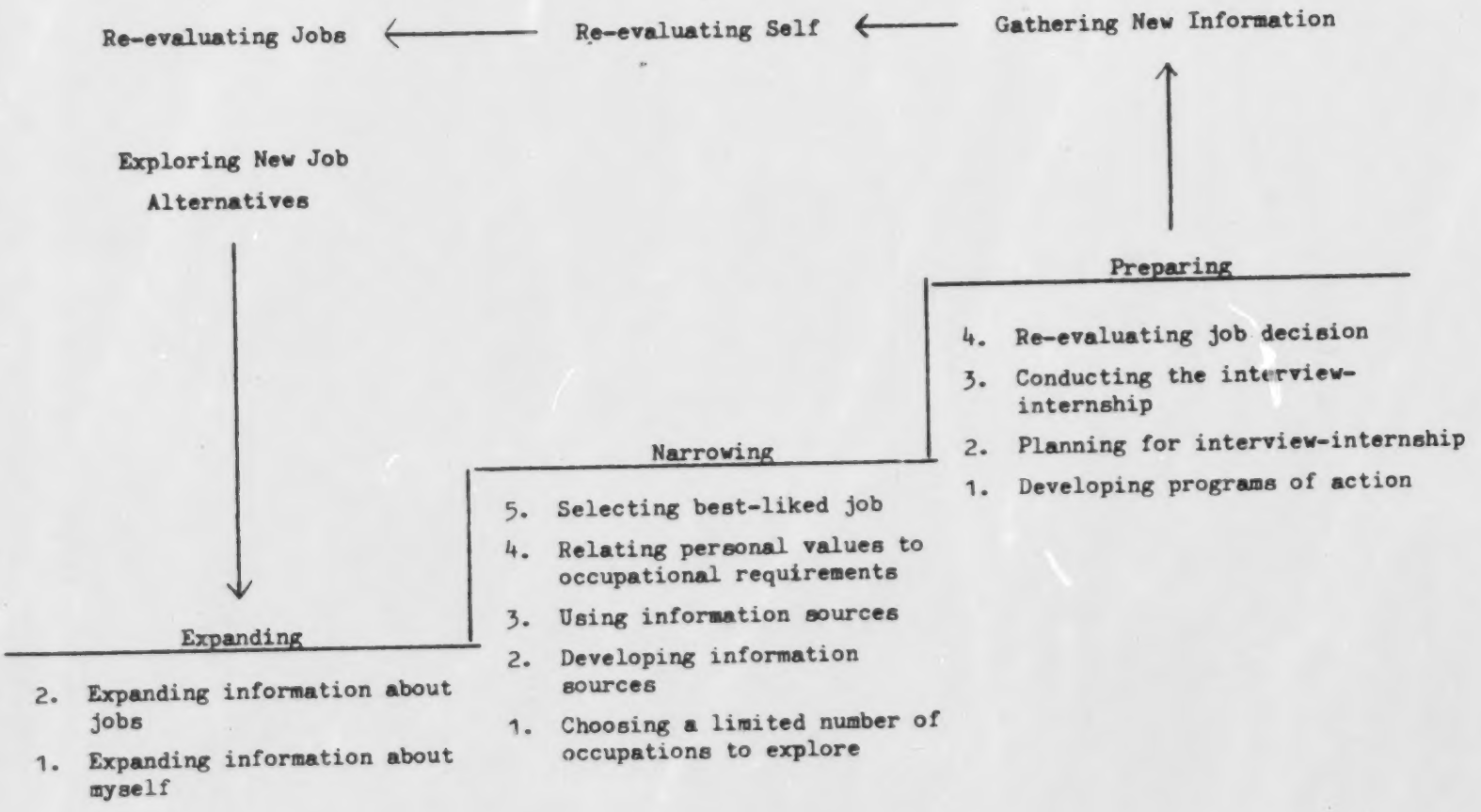
CAST OVERVIEW CHART

Upper Elementary



Upper Elementary CAST Step Chart

PREPARING

15.0 Reviewing process of exploring and selecting job

14.0 Re-evaluating job choice

13.0 Going on an internship

12.0 Preparing to go on an Internship-interview

11.0 Learning interviewing skills

NARROWING

10.0 Developing programs

9.0 Narrowing to one career choice using the decision making process

8.0 Identifying Occupational Values

7.0 Gathering information about jobs

6.0 Developing and using questions to obtain ifnormation about jobs

5.0 Developing information sources

EXPANDING

4.0 Choosing a limited set of occupations to explore

3.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor

2.0 Expanding job titles

1.0 Expanding information about myself

Student Question Step Chart

Upper Elementary

15.0 What steps did I take to learn about jobs?

14.0 Is this job as favorable as I thought it was?

13.0 What will I learn from asking questions on an internship-interview?

12.0 What do I need to do to prepare for my internship-interview?

11.0 How can I get information from people?

10.0 How can I reach my goal?

9.0 Which job is better for me?

8.0 What is important to me on the job?

7.0 What are the requirements of my two job selections?

6.0 What do I want to know about my two job choices?

5.0 How can I find out about my job?

4.2 What two jobs do I prefer?

4.0 What is my preferred interest area?

3.0 What interest areas are there?

2.0 What jobs are there?

1.6 What is important to me?
1.5 What are my abilities?
1.4 What are my interests?

Goal 1.0 What do I know about myself?

What are we going to do?

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Goal 1.0 P.O. 1.2

Student Helper Program

1. Tell the students that the skill they chose will help form a Student Helper Program.

2. A Student Helper Program is a program whereby one student who is best at a certain subject helps those students who need help.

3. The student helper's name will appear on a chart in the room. He will seek out his helpees (people that need help) or they will volunteer to come to him. The student helper sets up his own schedule. In a notebook, he should keep track of who he is going to help, where he will help them, and when (day of week, time).

4. Tell all the students that these charts will be posted around the room, so that students needing help will know who to go to for help.

5. A specific time each week should be set up as student helper time. At this time, student helpers can set up a schedule of people that need help and when they will receive help.

GOAL 1.0
P.O. 1.6
ITEMS TO BE AUCTIONED:

	AMOUNT YOU BUDGETED	HIGHEST YOU BID	ITEMS YOU WON
1. A chance to rid the world of prejudice.			
2. A chance to serve the sick and needy.			
3. A chance to become a famous figure (movie star, sports hero, astronaut, etc.)			
4. All the food you like to eat, whenever you you want it.			
5. A shot that would make all persons unable to cheat or lie.			
6. A chance to pick next year's school, teacher and classroom.			
7. To be the richest person in the world.			
8. The Presidency.			
9. A secret potion that would make everyone in in the world like you.			
10. A house overlooking the most beautiful view in the world, in which you may have all the furniture, appliances (color TV) that you want.			
11. A chance to be the most attractive person in the world.			
12. A chance to live to be 100 years old with no illness.			
13. A chance to rid the world of unfairness.			
14. A chance to be voted Outstanding Person of the Year and praised in every newspaper in the world.			
15. A year with nothing to do but enjoy yourself, with all needs and desires automatically met.			
16. A chance to be the smartest person in the world, and to make only right decisions for one year.			
17. A chance to sneak truth serum into every water supply in the world.			
18. A chance to do your own thing, without any hassle.			

SC

ITEMS TO BE AUCTIONED:	AMOUNT YOU BUDGETED	HIGHEST YOU BID	ITEMS YOU WON
19. A room full of pennies.	_____	_____	_____
20. A Total Make-Over: new hair style, all new clothes from the store of your choice, two weeks at a beauty spa or ranch, to gain or lose weight.	_____	_____	_____
21. Your own computer, for any and all facts you might need.	_____	_____	_____
22. Chance to spend six months with the greatest religious figure of your church.	_____	_____	_____
23. A brand new car of your choice, plus a selection of six minibikes, motorcycles, trail bikes or snowmobiles.	_____	_____	_____
24. A chance to always get the highest grades in your classroom throughout the remainder of school.	_____	_____	_____
25. A chance to be the best in any sport of your choice, and at the age of 18, to become a professional player.	_____	_____	_____

GOAL 3.0

P.O. 3.2

PEOPLE - THINGS

INDOOR - OUTDOOR CHART

NAME _____

DATE _____

PEOPLE JOBS		THING JOBS	
Indoor	Outdoor	Indoor	Outdoor

I choose the list working _____ with _____. I choose the
In- or Outdoors People or Things

jobs _____ and _____.

6C

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GOAL 3.0
P.O. 3.2

SAMPLE OCCUPATIONAL LIST

	PEOPLE		THINGS	
Indoor	Actor	NASA - Science Research	Artist	Archeologist
	Artist	Nurse	Banker	Architect
	Airline Stewardess	Painter	Beautician	Automotive Stylist
	Astronaut	Policeman - Fireman	Baker	Painist
	Baker	Principal	Bus Boy	Photographer
	Carpenter	Restaurant Worker	Butcher	Plumber
	Cashier	Reservations Clerk	Cook	Author
	Clerk	Salesman	Cashier	Librarian
	Dental Technician	Secretary	Computer Operator	Secretary
	Director	Security Guard	Air Traffic Controller	Pilot
	Doctor	Photographer	Fireman	Veternarian
	Electrician	Model	Chemist	Lawyer
	Grocer	Ballerina	Housekeeper	Librarian
	Judge	Waitress	Assembly Line Worker	
	Lab Technician	T.V. Cameraman		
	Mechanic	Professional Athlete		
	Minister			
Outdoor	Ambulance Driver		Archeologist	
	Artist		Architect	
	Bus Driver		Artist	
	Carpenter		Builder	
	Construction Worker		Carpenter	
	Cab Driver		Car Wrecker	
	Coast Guard		Captain on Lake Freighter	
	Farmer		Fireman	
	Gardener		Gardener	
	Fireman		Pilot	
	Mailman		Policeman	
	Race Car Driver		Pro Football Player	
	Security Guard		Recreation Director	
	Swimming Coach		Truck Driver	
	Ski Pro		Mechanic	
	Taxi Driver		Writer	

GOAL 5.0

SAMPLE SOURCES OF INFORMATION

People Sources	Thing Sources
Parents	Books
Teacher	Pamphlets
Brother	Newspapers
Sister (etc.)	T.V. Programs
Friends	Magazines
Policeman	Films
Foreman (etc.)	Film Strips

59

Credit: The Story of Who, p. 12.

Goal 5.0

SOURCES OF INFORMATION

People Sources	Name	Things Sources	Titles
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Credit: The Story of Who, p. 13

GOAL 5.0

INFORMATION BASEBALL

1. Divide class into two teams.
2. The batter picks a piece of paper from a box held by the opposing pitcher.
3. The paper says either "People Source" or "Thing Source".
4. To get on base, the batter must name a general source in that category, plus a specific source. Example: Father: Mr. Smith.
5. A Time Keeper should be selected. Each inning lasts for three outs or five minutes, whichever comes first.
6. Two umpires will be selected. (Make sure they are good spellers.) They are to record the sources given by the batter.
7. The batter is out if he gives a source that has already been given, or if he can't give both a general and specific information source under the category he chose.

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GOAL 6.0

SAMPLE QUESTION LIST

Question Word		
Who	1.	Who works with you? (Co-workers) _____
	2.	Who is the boss? _____
	3.	Who does the work? _____
What	1.	What are the things you do on the job? _____
	2.	What kind of education and/or training is needed for the job? _____
	3.	What tools are used? _____
	4.	What kind of clothing (uniform) is worn on the job? _____
	5.	What are the working conditions? _____
	6.	What are the good and bad things about this job? (job condition) _____
Where	1.	Where do you work? _____
	2.	Where would you get the training or education needed for the job? _____
	3.	Where would there be good opportunities? (states, cities) _____
When	1.	When do you work? (hours, days) _____
	2.	When do you get paid? _____
	3.	When are the vacations? _____
Why	1.	Why is this job important? _____
	*2.	Why did you go into this job? _____
	*3.	Why do you (people) like this job? _____
How	1.	How much do you earn? _____
	2.	How can you get promoted? _____
	3.	How many days would I have to work? _____

*Internship or role model questions

Goal 6.0

USING ROLE MODELS

A role model is a speaker who is invited to talk to a group of students to give information about his job.

Role Models may be used to:

1. Enrich an activity.
2. Expose children to a significant adult in the working world.
3. Reinforce what they have learned.
4. Provide information about an occupation.
5. Increase interest.
6. Develop understandings of different life styles.
7. Understand the preparation necessary in pursuing a career.
8. Understand the process involved in the selection of a career.

Places to Contact Role Models

1. Community Resource Book (in school).
2. Consultant Prepared List.
3. Develop your own list:
   a) Use parents as role models
   b) Parent contacts to find role models
   c) Check Yellow Pages
   d) Contact Business Community (Public Relations Department)
   e) Contact Civic Organizations (Elks, Lions, etc.)
   f) Contact Governmental Agencies (Police Dept., Fire Dept., etc.)
   g) Personal contacts
   h) Chamber of Commerce
4. Information needed on Role Models:

Name	Job or Subject area
Telephone Number	How much advance notice needed
Time available	

How to Prepare a Role Model

1. Upon calling role model, explain your program or activity.
2. Tell the role model why you want him/her to come out.
3. Explain what you want role model to do.
   a) Give information about his career.
   b) Give information about his training.
   c) Be activity oriented, if possible.
   d) Wear uniform and bring equipment, if possible.

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e) Tell what he/she likes about his/her job and what he/she dislikes.
f) Tell why he/she chose this particular career.
g) Tell a little about his/her life style.

How to Prepare Your Class For Role Model

1. Inform your class that you have a role model coming.

2. Use a pre-activity to give information about the job of the role model.
   a) Film or filmstrip
   b) Story
   c) Bulletin board
   d) Discussion

3. A few days prior to role model's presentation, find out what information your class wants to learn from the role model.
   a) Use question words.

4. Plan to have students do a follow-up activity (report, worksheet, drawing) so that they will have a reason for listening to role model.

5. Have students write thank-you notes to the role model.

Courtesy of:

Linda Phillips and Deane Safir
Elementary Career Guidance Consultants
Pontiac, Michigan
1973-1974

Goal 7.0

Sample List of Questions for Research

Question Word	
Who	1. Who would you work with? (co-workers) 2. Who would be the boss?
What	1. What kind of education and/or training is needed for the job? 2. What are the things you would do on the job? 3. What tools are used? 4. What kind of clothing (uniform) is worn on the job? 5. What are the working conditions?
Where	1. Where would you work? 2. Where would you get the training or education needed for the job?
When	1. When would you work? (hours, days)
Why	1. Why is this job important?
How	1. How much could you earn?

OCCUPATIONAL VALUES LIST

Physical	Intellectual	Emotional
I want to travel on my job.	I want to work with people who can teach me new things.	I want to be useful on the job.
I want to wear a uniform.	I want to work with my mind.	I want to help others.
I want to make a good salary.	I want to be able to read on my job.	I want to work alone.
I want to work in a quiet, clean place.	I want to spend my time using math on the job.	I want to work with many people.
I want to work in the day-time.	I want to spend my time working with machines.	I want to feel needed on my job.
I'd like to work at night.	I want to spend my time thinking of new ideas or making new things on the job.	I want to supervise others on the job.
I want to use my hands when I work.	I want to entertain people on the job.	I want to spend my time working with animals.
Others: _____	_____	_____
_____	_____	_____

(Write in any other values you can think of.)

Goal 8.0

NAME _____

DATE _____

OCCUPATIONAL VALUES CHART

My most important values are:

Physical	Intellectual	Emotional
_____	_____	_____
_____	_____	_____

73

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Goal 9.0
P.O. 9.1

NAME _____

DATE _____

FAVORITES WORKSHEET

(This is just a sample. Make your own using current songs and television programs.)

Rate each item: 3 I think it's very good, I like it.
2 I think it's just okay.
1 I think it's not very good, I don't like it.

Television Programs		Sports		Singing Groups	
Emergency	____	Baseball	____	Fifth Dimension	____
Partridge Family	____	Football	____	Jackson Five	____
Brady Bunch	____	Swimming	____	Osmond Brothers	____
Batman	____	Basketball	____	Temptations	____
_____	____	_____	____	_____	____

Songs		Food		TV Stars	
Killing Me Softly	____	Candy	____	Flip Wilson	____
The Night The	____	Cake	____	David Cassidy	____
Lights Went Out		Pizza	____	Bill Cosby	____
In Georgia		Hamburgers	____	Sonny and Cher	____
Tie a Ribbon	____	Ice Cream	____	_____	____
_____	____	_____	____	_____	____

Goal 9.0
P.O. 9.1

NAME _____

DATE _____

DECISION MAKING CHART

Job 1 _____

Job 2 _____

Rates: 3 Favorable, Yes the job meets my values
2 OK, From the information I have, the job partially meets my values
1 Unfavorable, No, the job does not meet my values

My Occupational Values:	Job 1	Job 2
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL	_____	_____

Goal 10.0
P.O. 10.3

Sample Role Model Program

Goal: To Have a Good Role Model Program

Sub Goal 1: To Prepare for Role Model Visits
(Before)

5. Tell role models what questions they will be asked.

4. Call role models and arrange for a visit.

3. Class will go over questions they want to ask role models.

2. Get names and telephone numbers of people with these jobs.

1. Make a list of jobs students want to learn more about.

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Sample Role Model Program

Goal: To Have a Good Role Model Program

Sub Goal 2: To Have **Role Models Speak to Class**
(During)

7. A student will escort role model to outside door.

6. Students will thank role model for coming.

5. Students will ask questions that have not been answered.

4. Class will listen to role model.

3. Role model will speak to class.

2. A student will introduce role model to class, giving his/her name and occupation.

1. A student will meet role model at the door and bring role model to room.

Sample Role Model Program

Goal: To Have A Good Role Model Program

Sub Goal 3: To Follow-Up Role Model Visits
(After)

5. Mail thank you letters to role model.

4. Give letters to teacher to address.

3. Write thank you letters to role models.

2. Put name of role model on board.

1. Discuss what was learned from role model.

78

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Goal 12.0

PREPARING FOR MY INTERNSHIP-INTERVIEW

1. My check steps:

   Who will I see? _____
   Where do I go? _____
   What day do I go? _____
   What time do I go? _____
   How will I get there and back? _____
   How can I best prepare myself? _____

2. The Night Before:

   I need to do these things to get ready:

   _____
   _____
   _____
   _____
   _____
   _____

3. The Morning of the Internship:

   I need to do these things:

   _____
   _____
   _____
   _____
   _____
   _____

4. On the Internship or Interview I need to:

   1. Get there early.
   2. Introduce myself to the receptionist.
   3. Tell her who I came to see.
   4. Tell her I am early and I will wait.
   5. Sit down and go over my list of questions.
   6. Introduce myself to the person I am interviewing.
   7. Interview her/him.
   8. Thank her/him for giving me the opportunity for the interview and internship.

(The basic format was developed by Carkhuff, Robert, and Friel, Ted, in The Story of WHO, How WHo Finds His First Job, Human Resources Development Press, Amherst, Massachusetts, 1973)

Goal 12.0
13.0

NAME_____

DATE_____

Internship-Interview Question Chart

1. Who do you work for?_____
2. What do you do on the job?_____
3. Where do you work?_____
4. When do you work?_____
5. What education or training is needed for your job?_____
6. What tools or equipment do you use on the job?_____
7. What are the working conditions?_____
8. How much do you earn?_____
9. What do you wear on the job?_____
10. What skill could I start learning to do now?_____
11. Why did you choose this job?_____
12. What do you like and/or dislike about your job?_____
13. _____
    _____
14. _____
    _____
15. _____
    _____

(The student should add 3 questions of his own based on his occupational values from his decision making chart, Goal 9.0)

08

Additional Job Information Source List

Title	Source	Grade Level	Use
I Do Declare, I Am Aware, a self awareness unit for elementary students. Rosie Chuey, Linda Phillips, Deane Safir	Pontiac City Schools, 350 Wide Track Dr., Pontiac, Michigan 48053, 1973	4-6	Elementary
The Story of WHO: How WHO Finds His First Job. Robert R. Carkhuff, Ted Friel	Human Resources Development Press, Box 222, Amherst, Massachusetts 01002, 1973	4-6	Elementary
Comprehensive Career Education Model (CCEM) units:	Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, 1972		Elementary
Just Me, C-29		1-2	
Careers in Services, C-7		6	
School Skills: Now and Later, C-79		1-3	
Attitudes and Task Completion, C-78		2	
People Are Different And Alike	Cornet Films, 11 mim., color	1-6	Elementary
Peabody Language Kit	American Guidance Associates, Publishers Building, Circle Pines, Minnesota 55014	K-3	Elementary

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